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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **10** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | We have been examining new spaces for writing assignments. Last week, we experimented with Twines. This week, we will design a concept based on a different writing space modeled after the “game,” “Fitting the Pattern.” **Play the game**. |
| **3** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Quick discussion of the grabber.** Discuss the experience of “Fitting the Pattern.” What did you enjoy (or not) about the piece. As a model, how might we as a class make use of this example?  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** Flash, Interaction, agency, |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Flash defined  Discuss the possibility of using this format as a class space that can be placed on the school’s web page. Facilitate suggestions on design. |
| **10** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | **Assignment:** Two groups are established: Group 1 will focus on what the design of the space will be. Wilks used idea of a pattern. What makes sense for this class piece?  Group 2 will focus on content. What textual, narrative, graphic elements will be revealed in the game? The two groups may discuss any overlap. |
| **5** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Each group will present ideas to whole class. Whole class feedback will result in suggestions for improvement. |
| **10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | In collaboration with University’s IT department and specialized personnel, Class will receive instruction on the feasibility of concept. Problems with the idea will be addressed. |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | Trained personnel will guide students in the process of creating the game in the appropriate gaming software (Flash?); (this process continues throughout the week). |
| **2** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |